

MEMBERS OF UNIVERSITY SENATE COMMITTEES
1966 - 1967 Session

As of 5/18/66

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John Morgan, Political Science

Richard Stephens, Soc. & Anthro.

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*Seymour Alpert, Anesthesiology, Chairman

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Geza Teleki, Geology

George Steiner, Music

Brian Blades, Surgery

Thomas McP. Brown, Medicine

Warren Gould, Asst. Vice President,

Resources, ex officio

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See PACKERS, C2, Col. 6

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Alumni Group Criticizes GW Policy On Football, Wants Sport Retained

By Kenneth Denlinger
Washington Post Staff Writer

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and will present his report to the trustees Thursday.

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The student council last week passed by a vote of 20-4 to support dropping football. Wednesday, after Joe Brennan, president of the Colonials, talked to the council, it voted 17-11 to reconsider its previous vote. The second ballot was three votes short of the required two thirds necessary to rescind the previous motion.

The Colonials Inc. resolution was preceded by a statement that "intercollegiate athletics at The George Washington University has not received adequate, creative or consistent support from the university administration since World War II."

The recommendation, ratified unanimously by the 300-member group Monday, cited the intangible value of football to students and alumni

morale and said that dropping the sport "would seriously jeopardize our Southern Conference affiliation and thereby severely hamper our entire athletic program."

Dr. Elliott said the football program lost about \$254,000 last year, but Colonials Inc. said the availability of inexpensive stadium facilities (meaning switching from D.C. Stadium for home games) and an existing nucleus of good players would reduce the costs. GW was 4-3 in the Southern Conference last year, using mostly sophomores and juniors.

The alumni group, while noting that few universities realize a profit on football, said GW should adopt a student athletic fee to help run the program, as most schools do.

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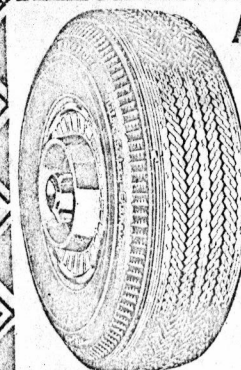
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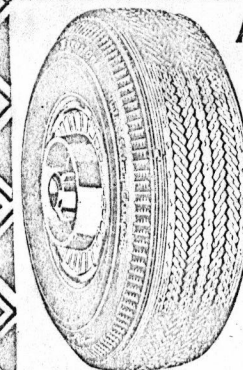
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ere outscored, 115-92, in the second
the final half Dawson went to new
Kansas City with a 214-114 edge in
tional Football League the Packers
thing quite like the Chiefs, who can-
to call the same play twice in any

ad and then go conservative, you're
am has said, indicating he does not
lead he can come by against Green
ok Stram admirers who are certain
weeks since the Super Bowl game
s put in even newer stuff with which

The former Dodger short-
stop and team captain did not
disclose his Pittsburgh salary,
but Pirates' General Manager
Joe L. Brown, here for the
signing, said it was substan-
tial.

Wills, 34, reportedly re-
ceived \$75,000-\$80,000 last sea-
son from the Dodgers, making
him the highest-paid shortstop
in major league baseball. One
part of that label won't quite
fit in 1967 because Wills con-
firmed he will be moved to
third base.

...about I was not concen-
trating in the 1965 season, but
once we won that champion-
ship I changed my attitude.

"I made up my mind that I
was going to be No. 1 this sea-
son and I thought about it
every day of the off season. I
worked out near my home in
Los Angeles with Mike Gar-
rett, now with Kansas City,
Walter Robert of Cleveland,
and Rickie Harris of the Red-
skins.

"When I came to camp all I
could think of was the guys I
had to beat out. Bill Ayler

1966 and the Defense De-
partment lowered the mental
requirements for draftees. He
had been 1-Y because he
twice failed previous mental
examinations.

Clay-Spencer Bout Offered for Spring

SAN FRANCISCO, Jan.
12 (UPI)—Matchmaker Ben-
nie Ford offered champion
Cassius Clay a \$200,000 guar-
antee plus 50 per cent of the
live gate today to defend his
heavyweight title against

MID-WIN CAR SAFETY

Front End
Alignment

Ba

ANNUAL REPORTS

All Committees

UNIVERSITY SENATE

1966/67 Session

University Senate of The George Washington University
Committee on Administrative Matters as They Affect the Faculty

Annual Report 1966-1967

Much of the Administrative Matters Committee's work never reaches the floor of the Senate for debate; subjects are suggested and investigated and generally are disposed of without resolutions for Senate consideration. For example, the Committee played a part in the emergence of the Faculty Handbook this Fall, not in preparation so much as in encouragement, and not this year's Committee but Committees in the three preceding years. Topics taken up this year included the following:

Audiovisual Equipment and Services. Plans are well underway for a central repository for equipment and operators under Mr. Timothy E. Smith, Director, Educational Technology Center. The Committee played no part here but was delighted to find matters well along when it made inquiries; the Center is expected to be in operation for the Fall semester 1967.

Travel Reservations. Miss Lindale Wade of the Dean of Students Office, Ext. 6390, will perform much of the toil of making faculty travel reservations. Again, the Committee merely inquired and is happy to report its findings; if it did not know of this service, perhaps the faculty will have some other unenlightened members.

Check-cashing. Faculty personal checks up to \$100 will be cashed by the Cashier's Office, with larger amounts referred to Mr. J. H. Spicer. The hours of service, 10 a.m. to 4 p.m. are strictly observed because of accounting needs.

Faculty Club Facilities in University Center. Because revised drawings of the University Center became available only in April, the Committee was still bringing together interested faculty and administrative officers when this report was compiled; but if developments late in the Spring warrant, a special report will be offered to the May meeting of the Senate.

Academic Calendar Changes. A special report was made to the April Senate meeting, looking toward further study of particular proposals for changing the academic calendar. The earliest target date for changes is academic year 1968-69, and to achieve that, quick action is called for. The immediate objectives seem to be relaxing the intra-semester pace and rationalizing the between-semesters interval with the Christmas recess. Much of the work on this proposal must be done by the successor to this Committee.

Salary Checks through the Mails. Monthly salary checks were delivered to the University Mailroom in time to be deposited at the Post Office by 6 p.m. Thursday, March 30, but the Post Office did not start them on their way until 6 a.m., Monday, April 3. The delay may have been initiated by Post Office employees being confused by University office addresses on some of the envelopes. The Comptroller is seeking to prevent recurrence of the delay.

Respectfully submitted,

Robert E. Cronin
Frederick H. Gibbs
William F. Long
Margaret McIntyre
Harry R. Page
David J. Sharpe, Chairman

James C. Dockeray, ex officio
William D. Johnson, ex officio

ANNUAL REPORT OF THE COMMITTEE
ON ADMISSIONS AND ADVANCED
STANDING 1966-1967

The Committee on Admissions and Advanced Standing was given a single task to investigate by the Coordinating Committee of the University Senate. That task was to examine ways in which a better distribution of enrollment could be achieved among freshman-sophomore classes. In particular, obtaining an appropriate balance in physical education courses proved troublesome. Happily, the Committee's problem was solved by current pre-registration procedures. The Committee, as a consequence, has no resolution to report.

THE UNIVERSITY SENATE
COMMITTEE ON APPOINTMENT, SALARY, AND PROMOTION POLICIES
ANNUAL REPORT, 1966-67

Some aspects of the Committee's efforts this year were presented in the interim report of December 9, 1966, and in the special report of February 10, 1967. This report will deal primarily with salaries.

	1967-68 AAUP SALARY AVERAGES BY RANK			1967-68 GW SALARY AVERAGES BY RANK	
	A	B	C		
Professor	18,350	14,490	11,620	14,666	(B average scale)
Associate	11,600	10,140	8,790	11,620	(A average scale)
Assistant	9,010	8,000	7,120	9,310	(A average scale)
Instructor	6,860	6,300	5,800	6,980	(A average scale)

It must be pointed out that the 1967-68 GW salary averages by rank are University-wide averages (except for Medicine). The \$14,666 salary average, for example, includes senior full professors and those just appointed or promoted to that rank, professors in areas of very high market demand and those in areas where the market demand is considerably less. Not every full professor at the University is at the "B" average for the coming year, nor is every associate professor at the "A" average.

In a discussion of the salary projections through 1970-71 with the Committee, the University Comptroller said that it was possible that not every school will have reached the "A" average in all ranks in the target year, but his projection does have the University-wide average at the "A" average scale for each rank. He noted further that in the next year or two (after 1970-71), it may be possible to get every school to the "A" average scale in each rank.

The Committee's most searching concern this year in the matter of salaries has been with the question of whether or not to recommend that the University supplement its objective of attaining the AAUP "A" average scale in each faculty rank on a University-wide basis by 1970-71 with the additional objective of attaining the "A" minimum scale rating by the same target date. The purpose of such a recommendation would be to insure that there be no gross inequities of salary distribution.

The Committee has decided not to recommend adoption of the "A" minimum scale this year for the following reasons:

1. Overall progress toward achievement of the "A" average scale seems satisfactory. Dean Linton of Columbian College reported to the Committee that the lion's share of budget increases is going to salaries and that the increases this year have been significant. The University's salary averages by rank for 1967-68 seem to bear this out.
- 2.. There are contingencies which may result in the awarding of tenure to persons whom the schools and departments may not, at a later date, wish to encourage to remain at the University. A policy which would commit the University to generous salary increases across the board each year would remove the most effective method (short of dismissal for "adequate cause") of discouraging non-productive or ineffective tenure members of the faculty from remaining at George Washington.
3. The Committee believes that there exists within the Code and Ordinances the machinery for redress of grievances in the area of salary as well as in the areas of appointment, promotion, and termination. At least until such time as the good offices of the Committee on Appointment, Salary, Promotion Policy, the Committee on Professional Ethics and Academic Freedom, and the Executive Committee have been tried and found wanting, we should work within the framework of the current salary policy goals.

In the ten days following the receipt of the appointments for academic 1967-68, the Committee received no complaints of any kind from members of the faculty.

For 1967-68 the Committee has still before it the question of fringe benefits and the vital matter of speeding up the adoption by schools and departments of specific procedures for implementation of those sections of the Code and Ordinances which provide for faculty participation in the appointment, salary, promotion policy process.

Joseph Aschheim
Robert E. Baker
Harold F. Bright (ex officio)
R. R. Fox
James C. King
Louis Mayo
N. David Nelson
Richard H. Schlagel
Charles S. Wise
Robert C. Willson, Chairman

REPORT OF THE UNIVERSITY SENATE
COMMITTEE ON ATHLETICS
APRIL 4, 1967

The Senate Athletic Committee met several times to discuss and observe the athletic programs of the University. The following was discussed:

- I. The Board of Trustees eliminated our most controversial problem when they voted to discontinue intercollegiate football.
- II. In that Basketball, Baseball, Crew, Golf, Soccer and Tennis are the only sports available for intercollegiate competition, we of the Committee would like to see this program expanded to include Swimming, Wrestling and Lacrosse and other sports. The reason Mr. Faris, Athletic Director, gave for not adding these sports was the lack of practice and game facilities.
- III. The establishment of an activities fee was discussed and the need of this fee as a revenue producing factor to aid in financing the new Physical Education, Recreation Building. The consensus of opinion of this Committee was to delay the requiring of this fee until the University Student Center was completed.
- IV. The Divisions of Intramural, Recreation and Sports Clubs, under the jurisdiction of the Physical Education Department, are operating up to capacity with our present physical facilities, which are very inadequate. It was pointed out that the present facilities and adjacent park areas are being used every day, including week-ends. However, the pressure for the use of these facilities by other sports clubs and government organizations are making these facilities more difficult for us to obtain.
- V. In order to meet the needs for physical activity and athletics of our ever increasing number of on-campus students the Committee recommends that the Administration should give top priority to the proposed Physical Education Recreation building.

J. Forrester Davison
Edward A. Potts
Robert B. Heller
Howard C. Pierpont
P. H. Highfill
Robert K. Faris
Jack Goldberg
Charles Campbell } Student Members
Raymond G. Hanken, Chairman

Introductory Remarks to The Annual Report

The Educational Policy Committee has met regularly, discussed and weighed several matters of substance, and herein submits its annual report, attached.

Part I of the Report deals at some length with a major problem to which the Committee devoted a large proportion of its attention and efforts: the question of suitable educational policy concerning University-wide scholarly interaction and cooperation. The general problem is discussed, followed by discussion of a particular aspect of this problem which has special prominence presently; pertinent recommendations are presented.

Part II concerns several other problems to which the committee gave some consideration, less extensive than that given to the problem just mentioned, and those conclusions the committee feels deserve mention.

Other matters we have looked into but have decided not to comment upon for various reasons: either we have felt that no action was desirable, or have felt that the Committee lacked competence, or have simply been unable to achieve a consensus of conviction concerning the matter.

The following pages represent the bulk of our efforts. The Committee will feel that it has properly discharged its responsibilities if these remarks contribute to the evolution of the educational policy of The George Washington University.

A. J. Zuchelli, Chairman, Physics
J. B. Christensen, Anatomy
T. F. Courtless, Jr., Law
Milton Crane, English
W. B. Griffith, Philosophy
T. P. G. Liverman, Mathematics
W. A. Mac Donald, Art
Carl Walther, Engineering

The Problem

The University as an educational entity is more than a fiscal and physical league of specialized schools to the extent that it is able to establish intellectually meaningful contact and interaction among its subdivisions. With this perceived, it is congruently established that to the extent it is successful in bringing about and augmenting such a broad academic experience does a university administration surpass the role of fiscal and secretarial caretaker. Within the context of the resources and ambitions of The George Washington University such utilization of the capacities and abilities of the diverse elements of the institution, beyond consonance with general principles of historic precedence, is an objective of simple practical sense if not necessity and is a matter of proper and considerable concern to all; failure to achieve suitable levels of achievement in these matters leads inevitably to academic deterioration and expenditures of effort and resources otherwise more properly and profitably utilized to the advantage of the University as a whole.

A University, operating as a coherent organism, manifests itself in diverse features, including: a broad and numerically significant utilization of classroom offerings between the several subdivisions, department to department and school to school, formal interdisciplinary academic programs, joint graduate and research efforts, joint faculty level planning with emphasis upon programs and goals involving proper utilization and development of the facilities and staff of the University as a whole, and, as prerequisite and result, mutual knowledge and understanding of and respect for the objectives and ambitions of the various entities comprising this consort of interest. While it is undoubtedly true that vast financial and physical resources may, under special circumstances, allow a school of specialized interest to append those academically complementary programs needed to provide a University-like scholarly environment, and successful examples exist,

it requires only a superficial understanding of the realities to recognize that such resources and potentialities do not exist and will not be foreseeably available to this University, or more pertinently, to a specialized subdivision or school of this University.

The Educational Policy Committee asserts that this university has to a large extent failed to establish an internally accepted and meaningful educational policy in respect to this situation. Further, it asserts that, with respect to certain areas within the University, the absence of cooperative understanding, meaningful and effective interaction and conjoint staff and facility development is a debilitating factor, and that corrective efforts are properly to be expected from those with the interests of the University in mind.

While it is not the only existing example (and the Committee expects that others will arise in the future), the most serious and, certainly, the most visible example of deficiencies in the system of academic interrelationships between subdivisions of the University, an instance where such relations as might have existed are apparently undergoing a significant degeneration, concerns at one end the School of Engineering and Applied Science (SEAS) and at the other the various science departments, the mathematics department, the statistics department and the economics department within the Columbian College, the School of Government and Business Administration (GBA) and possibly others. This is particularly unfortunate as impressive advantages would seem to present themselves, and this in a field characteristically demanding of fiscal and physical facility support.

That a problem exists is acknowledged by everyone; the report of the President's Advisory Committee on Engineering and Applied Science (PACEAS) affirms, "The SEAS tends to be isolated from the rest of the University and, with very few exceptions, joint faculty appointments do not exist." Again, "There is no planning of the courses and almost no communication exists with the Columbian College," this in reference to undergraduate courses taken by students in SEAS.

Opinions have been solicited and received from deans and department chairmen in the areas involved. It is the opinion of one of the department chairmen of SEAS that, "there is no interaction at any level", while another chairman endorses the above quoted remarks from PACEAS. The several relevant chairmen in the Columbian College concur in this unfortunate testimony. Not surprisingly, assessment of causes leads to no such concurrence of views, SEAS feeling that they have been largely the source of efforts at consultation and cooperation, with little response, the relevant departments outside SEAS, while in some cases admitting modest efforts of a constructive character, ascribing the basic origins of the difficulty to SEAS.

It is the view of the Educational Policy Committee that the present trend of the evolving situation is clearly one of not only continuing decrepitude but highly visible continued deterioration. Recent years have seen the ejection by SEAS of the joint Columbian College faculty members (some of almost 25 years service to SEAS) with a subsequent and to the present continuing degeneration of effective communication between SEAS and other parts of the University, the elimination of the previously extensive management program jointly planned and offered with GRA, the elimination of both the mathematics and science options from SEAS programs, the almost complete withdrawal of SEAS students from courses outside SEAS (a process of withdrawal most vigorously apparent and active in the present), the essentially complete failure to effect joint staff and facility planning (in a period of expanded effort by both pure and applied sciences within the University), and, finally but not exhaustively, the establishment by SEAS of course offerings which replace for SEAS students courses given outside SEAS, which are so similar in content as to occasionally use identical texts, but without (and this is crucial) visible efforts to make use of the existing and, within the University, uniquely competent staffs available outside SEAS. The Educational Policy Committee is of the view that these facts, among others, stand as waymarkers on a retrograde path all too perceptible.

As emphasized, the crucial aspect of this problem is the failure to establish and enjoy the benefits of a meaningfully cordial scholarly relationship between SEAS and other parts of the University. A recent and particularly grievous example of the withdrawal trend in SEAS concerns elimination of Mathematics 111-112 and Statistics 107 from the SEAS programs of study. These courses were originally designed by the respective departments with SEAS needs primarily in mind and with consideration of the recommendations of SEAS and of the relevant scientific and professional societies, and in some cases, with the full approval of consulting committees appointed by SEAS. These courses were dropped from SEAS programs without consultation between SEAS and the departments involved, and SEAS courses have been adopted to replace these deletions. Notifications of these changes were made to the department chairmen involved on November 23, 1966, a date essentially coincident with presentation of the report of PACEAS urging closer ties between SEAS and the rest of the University.

It should be emphasized that these are not isolated examples; while the science departments in the Columbian College offer no courses even tangentially encroaching upon the areas of competence and interest in the fields of mathematics and statistics, while the catalog contains no examples of courses given to mathematical methods in physics or chemistry, or statistical methods, the SEAS catalog abounds in such examples: Finite Math and Statistics in Science, Analysis Methods, Mathematical Methods in Applied Science, Information Theory, Theory of Games, and Engineering Analysis, among other examples. Similar withdrawal exists on the part of SEAS in the pure sciences. At the same time, an open and vigorous effort has been made within SEAS to dissuade students from taking advanced and graduate level courses outside SEAS. This culminated in the spring semester of 1967 in a wholesale exodus, the result of pressures exerted by SEAS on its students with the alleged justification of financial advantage to SEAS.

It must be said that ultimate competence in organizing and evaluating SEAS programs and course requirements must properly reside in the SEAS faculty. Certainly, the Educational Policy Committee asserts no competence in these matters; nonetheless, we do assert that the cumulative effect is competently adjudged by scholarly standards of the broadest applicability. Quoting PACEAS, "One of the great advantages of an engineering school within a university is that each school may benefit from the other."

In summary, it is the view of the Educational Policy Committee that insufficient to the extent of insignificant utilization is being made of University-wide capacities in the applied sciences, that this is primarily a result of a sensibly complete collapse of communication between SEAS and the remainder of the University. Further, there is a clearly discernible resultant trend in SEAS toward independent planning and an attempt to build SEAS into a separate and disjoint entity, an attempt, in the context of available resources, destined inevitably if unfortunately for eventual failure stemming from the mediocrity of overly dispersive ambitions. Again, an easily discernible hardening of positions and degeneration of mutual good will and respect has been the result of a problem too long neglected.

General Recommendations

The basic educational policy called for is apparent and is the subject of the following recommendation on the part of the Educational Policy Committee in the form of a proposed resolution for consideration by the University Senate:

Proposed Resolution On Educational Policy

Concerning Academic Interaction Within The University

by the

Educational Policy Committee of the University Senate

Whereas, conjoint growth and sustained interaction among the Schools and Departments is basic to the concept of a University, and

Whereas, the resultant enrichment of educational experience should be a central concern of our educational policy, and

Whereas, such interaction is essential to the efficient employment of available resources of the University, and

Whereas, lack of suitable guidance has led to fragmentation, duplication of efforts in instruction and conflict of interest, with adverse effect,

Be It Then Resolved, that the University Senate affirms the educational policy of University-wide academic service by one department in its field of competence and interest, and

Be It Further Resolved, that the University Senate urges and requests that suitable guidance and leadership be provided and mechanisms be established to promote interaction and cooperative effort among the subdivisions of the University while reducing fragmentation or duplication of facilities or staff within an academic field of interest. The Senate requests the President of The George Washington University initiate such measures as are required to effectuate this policy and these intents.

The Committee remarks that if more than lip-service is to be paid to the intent of this resolution, it is in the implementation that the possibilities and the difficulties reside. Proper actions within the context of respect for academic freedom and prerogatives should be primarily based upon faculty initiative and consideration. On the other hand, the Committee feels that, in view of the all too apparent tensions and polarization of views, the good offices of the President can in this instance represent a persuasive function both desirable and effective.

Special Implementing Recommendations

As regards suitable mechanisms implementing the above recommendation, the Educational Policy Committee recommends and urges the adoption of a University-wide interschool joint faculty system. For two schools with substantial ties of

academic relevance, it is specifically recommended that each School, by action of its faculty, designate a number of its members to serve jointly as members, with full privileges of debate and vote, upon the faculty of the other School. The Schools themselves and the numbers of faculty accepted might properly be a matter decided by the operating organism of guidance and leadership mentioned in the above resolution, but the Educational Policy Committee asserts that joint faculty representation between SEAS and Columbian College and between SEAS and GBA is highly desirable and should be organized as soon as feasible. 2) The Educational Policy Committee recommends that the President appoint a working committee including the relevant chairmen charged with responsibility to evaluate and initiate suitable mechanisms implementing the above general recommendation. This committee would establish general criteria, adjudge specific examples, pursue available possibilities and in general serve a professionally competent implementing function.

Part II

Other Problems

A problem related to that in Part I is the question of establishing a more consequential scholarly contact between CGS and the other schools within the University. There seem to exist aspirations in this direction within CGS and, in the University community otherwise there appears no reluctance to accept the desirability of scholarly involvement in the planning and development of the CGS program. The difficulty is that there does not seem to be a method of bringing about the desired end which does not involve major increments of time and effort on the part of those involved and, account taken of the requirements in their own fields and departments, it is not surprising that little enthusiasm is engendered by this unquestioned need. We feel this problem deserves more extensive consideration than we were able to give it.

We have considered the problem of grade reporting in two respects. First, it is University policy, affirmed in the Catalog, that grades should be reported to students only by official notification through the office of the Registrar. There are good and practical reasons for this rule, but several schools do not follow it for reasons of special significance in those particular schools and casual circumvention on an individual basis by instructors is becoming more and more prevalent throughout the University. Obviously, either a reaffirmation or a revision of educational policy in this matter is desirable, but, on the basis of largely practical reasons, the committee has been unable to achieve a consensus of conviction.

The second aspect of grade reporting considered concerns the time available, after the termination of the examination period, for evaluation and judgement of the grade deserved. The Committee asserts the opinion that the time allowed by current calendar organization is not sufficient for proper academic purposes and necessities. We urge that this be given consideration in future planning in so far as practicalities allow.

1966-67 Annual Report of Committee on
Faculty Performance and Development

The Committee held a number of meetings during the year and limited its deliberations to problems related to promotion in rank. Two resolutions were submitted to the Senate; one recommending that promotion be based primarily on academic achievement and the other recommending a procedure for evaluating academic achievement for members of departments that have few associate and/or full professors.

The Committee has drafted a statement of the application of its recommended promotion criteria to the respective academic ranks. A copy of the draft is included with this report. Future activity of this committee should bring this report to a final form, including an explication of each of the five recommended criteria.

Draft of CRITERIA FOR PROMOTION

The criteria for promotion are (1) general university effectiveness, (2) quality of teaching, (3) research and publication, (4) administrative service and (5) public and professional service. It is recognized that competence and extensive participation in each of the above mentioned five areas represents an ideal that may not be satisfied fully by any one member of the staff. Good teaching plus outstanding performance in one other area is more important than mediocre performance in all areas.

The above criteria are to be applied for promotion or appointment as specified below:

A - Assistant Professor

Promotion or appointment to the rank of assistant professor is usually based upon potential. However, a strong academic record should be present and the individual should have completed, in most cases, a doctorate program or the equivalent in a professional program. There should be a clear indication that the individual has the aptitudes of a successful teacher and will grow in stature and eventually qualify for the rank of associate professor.

B - Associate Professor

A promotion to the rank of associate professor is based upon actual performance as well as future potential. In addition to effectiveness in teaching, the individual should have a continuous record of positive achievement in at least two of the other four areas of activity enumerated above. Above all, the individual should still be growing technically and professionally. The associate professorship may be terminal rank, and promotion to this level carries no presumption of further promotion.

C - Professor

Promotion to the rank of professor implies that the individual is recognized as an authority in his field of specialization. In general, he will be responsible for an important area of instruction. It is expected that he will fulfill to a high degree a majority of the criteria enumerated above.

Senate Physical Facilities Committee

Annual Report 1966-1967

The present Committee with Dr. R. Heller as its chairman came into being early in November 1966. A review of past annual reports indicated questions as to the function, mandate, desirability and even effectiveness of this Committee as an instrument of the Faculty Senate of the University.

Upon initial analysis it was concluded that a) the frustration of past committee efforts stem not from the capability of committee members but from what at one extreme could be defined as a sensitivity on the part of key administrators that the Senate committee could be meddlesome. b) In the area of evaluation of physical facilities, needs and plans, a chasm exists between faculty and cognizant sections of the administration which was interpreted as the tail wagging the dog.

It was the opinion of the Committee that in such an environment the Committee could serve no meaningful function to either the Senate or the University.

In an attempt to alter the environment the Committees first meeting was addressed by representatives from the Vice-President for Academic Affairs and the Vice-President and Treasurers Office. This session elucidated the state of affairs in generation and implementation of priority rating for existing occupied as well as unoccupied facilities. Further discussion among the 3 groups present lead to suggestions by the Chairman that a mechanism be found for determining from the faculty as a whole its opinion on the adequacy of certain existing facilities such as the then planned Audio-Visual Center.

The natural out growth of this desire to establish direct communication lines was plans for the publication of a Question and Answer Letter. Through the offices of the Physical Facilities Committee questions and their answers would be selectively sent to and answered by the appropriate individuals.

An initial series of mild questions of interest to the faculty as a whole dealing with plans for the new Student-Facility Center and the new Office building were directed to the appropriately designated administrators.

The answers were never received despite repeated appeals and amendments to reduce the level of their difficulty to the realm of absolute feasibility.

Other questions dealing with the architectural merit and planned capacity of the new field house received courteous reception at the highest level but died on the vine at lower levels.

The Committee is forced to conclude that item # b) above is in fact the existing environment relating to Physical Facilities. The Senate should not expect a future committee to do more than attempt to bridge the communications gap. The question of what functional unit in University life causes the tail to wag is beyond this Committees scope.

cc: A. Miller, H. Page
V. Cohn, H. Herzog
H. Yeide, Jr.
F. Prats

Robert Heller
Robert Heller
Chmn., Physical
Facilities Committee

ANNUAL REPORT OF THE COMMITTEE ON PROFESSIONAL
ETHICS AND ACADEMIC FREEDOM

The Committee on Professional Ethics and Academic Freedom is pleased to report that it has received no complaints during the year of violation of either professional ethics or academic freedom. The Committee has considered four matters: (1) The SEAS Evaluation Committee Report recommendation for amending the Faculty Code, (2) School and Departmental procedures for faculty participation in appointments, promotions and tenure designations, (3) Faculty participation in determination of policies and procedures governing salary increases, and (4) The AAUP Statement on Professional Ethics. The first of these, the SEAS Evaluation Committee Report, was the subject of a special report of the Committee, and the Senate at its March meeting adopted a resolution recommended by the Committee that no change be made in the Faculty Code.

SCHOOL AND DEPARTMENT PROCEDURES FOR FACULTY RECOMMENDATIONS
ON APPOINTMENTS, PROMOTIONS AND FACULTY STATUS

The Committee endeavored to follow up the work of last year's Committee which made a survey of the steps taken by departments and schools to implement the Faculty Code provisions for faculty participation in appointments, promotions and tenure designations. Last year's Committee circulated questionnaires to all Departmental Chairmen or Deans seeking information as to what steps each had taken to implement the Code provisions. The Committee received no responses from many departments, received several responses that were not sufficiently specific to enable the Committee to ascertain whether the Code was being complied with, and received a few responses that raised doubts about whether the procedures conformed fully with the Code. This year's Committee decided not to send out another questionnaire but to make informal personal inquiries in a few sample instances where no reply was received or where the prior responses indicated there was some doubt about whether the procedures described conformed to the Code requirements.

The responses to these inquiries indicated that some departments have not implemented the Code with specific provisions but are operating on an informal or ad hoc basis for faculty consultation. The responses also revealed that there is considerable lack of understanding of what the Code requires and a little misunderstanding of its purposes. In some instances the Code is apparently being violated in one or more respects. The violations appear to be due to one or more of the following reasons:

- (1) Procedures followed prior to adoption of the Code are still being used without a realization that the Code may require some changes.
- (2) Procrastination in undertaking to devise new procedures.
- (3) Use of "informal consultation" to "see if anyone objected" to a proposed appointment, promotion or other action.
- (4) Use of an ad hoc committee appointed at the time an appointment or other action is contemplated, rather than an elected standing committee or committee of the whole.
- (5) Lack of an established procedure for determining recommendations on promotions, tenure designations or nonrenewals.

Almost universally those queried believed they were "complying with the spirit of the Code" although perhaps technically violating it in some respects. The Committee does not doubt the good faith of these responses, but does feel that some instances of non-compliance are substantial rather than mere technical violations. In particular, the lack of established and proper procedures for faculty determination of recommendations concerning promotions, tenure designations or nonrenewals of appointments could be a source of serious and disruptive controversies and could give rise to charges of violation of academic due process or academic freedom which might impair the reputation of the entire University and even result in litigation.

The Committee notes with approval that the recently-distributed Faculty Handbook states that the Dean recommends appointments, promotions, and tenure designations based upon recommendations of his school's departments or faculty, and sees that the principles stated in the Faculty Code in regard to such actions are carried out. The Committee therefore recommends that the Executive Committee tactfully enlist the cooperation of each Dean of a departmentalized school to exhort Department Chairmen to adopt formal procedures to comply fully with the Code. The number of Departments within the University is so great that it is impracticable for the Committee to contact each one and questionnaires are both burdensome and ineffective. It may also be desirable to have prepared and circulated a statement setting forth (1) what the Code requires, (2) Reasons for the Code provision, and (3) Reasons why established procedures are important to avoid possible charges of violation of academic due process or academic freedom. The Committee on Professional Ethics and Academic Freedom could then act in an advisory capacity to any departments that desire assistance or have questions as to whether their procedures are in compliance with the Code. The Committee also recommends that each Department or non-departmentalized School ultimately be requested to file a copy of its procedures with some central repository such as the Executive Committee or the Office of Vice President for Academic Affairs.

FACULTY PARTICIPATION IN DETERMINATION OF POLICIES AND PROCEDURES GOVERNING SALARY INCREASES

The Committee also gave consideration to the recent recommendation in the Statement on Government of Colleges and Universities jointly formulated by the AAUP, the American Council on Education and the Association of Governing Boards of Colleges and Universities, which reads in part as follows:

"The Faculty should actively participate in the determination of policies and procedures governing salary increases."

The Committee believes that this recommendation deserves further study and implementation. Although a few departments apparently have some degree of faculty participation, most departments and schools apparently do not. Faculty salary determinations probably present the greatest potential for subtle violations of academic freedom at George Washington. Although we are fortunate that Deans and Department Chairmen at George Washington are overwhelmingly in complete sympathy with academic freedom, it is important to have adequate safeguards against the rare exception. It is perhaps even more important to academic freedom to assuage the potential fears of faculty members that their exercise of academic freedom on controversial matters could lead to salary discrimination.

The Committee has had only limited opportunity to study this recommendation and has therefore only preliminarily considered some of the possible ways in which faculty participation in matters of salary policy and procedures might be implemented. This is a very complex and extremely sensitive subject which should be given thorough study before definite recommendations are made. The Committee is therefore not prepared to recommend specific procedures at this time but felt that it was worthwhile to stimulate thinking of faculty and administrative personnel concerning this problem. The Committee recommends that next year's Committee give careful consideration to this matter in close cooperation with the Committee on Appointments, Salary and Promotion Policies.

PROFESSIONAL ETHICS

The Committee would like to call the attention of the Senate to the recently-approved Statement on Professional Ethics approved by the AAUP Council and Annual Meeting in April 1966, and which was published in the September 1966 AAUP Bulletin. This statement

is attached to this Report. The Committee believes it is an excellent statement of general standards of responsibility for the academic profession and therefore recommends that the Senate approve this statement and that it be disseminated to the Faculty or be printed in a Supplement to the Faculty Handbook. A draft resolution to this effect is therefore attached, which the Committee (in deference to the overcrowded agenda for the two remaining meetings of the Senate) recommends be reported by next year's Committee for action by the Senate in the Fall of 1967.

Respectfully Submitted,

Richard C. Allen, Law
Paul A. Crafton, Engineering
Louis dePian, Engineering
Wood Gray, History
Paula B. Kaiser, Anesthesiology
James Mosel, Psychology
Glen E. Weston, Law, Chairman

Calvin D. Linton, Dean, Columbian
College of Arts and Sciences,
ex officio

DRAFT RESOLUTION ON PROFESSIONAL ETHICS BY THE SENATE COMMITTEE
ON PROFESSIONAL ETHICS AND ACADEMIC FREEDOM

Whereas, the American Association of University Professors has recently approved a Statement on Professional Ethics for the academic profession, and

Whereas, the Senate believes that this Statement on Professional Ethics will be a useful guide to the faculty members of The George Washington University in understanding the special responsibilities of a member of the academic profession,

NOW THEREFORE BE IT RESOLVED,

That the Senate approves the AAUP Statement on Professional Ethics and recommends that it be disseminated to all faculty members or be included in a supplement to the Faculty Handbook.

Statement on Professional Ethics

In March, 1965, Committee B distributed a draft of a Statement on Professional Ethics to all Association Chapters and Conferences for their criticism. The Statement was also published in the Summer, 1965, Bulletin, with a request for individual comments.

In October, 1965, the Committee reported to the Council on the membership response to the Statement, and received guidance and instructions to proceed to another draft. It met in December, 1965, and in light of both Council and membership reaction produced a new draft, which was then submitted to the members of the Council for a preliminary response. A third draft was then printed in the Spring, 1966, Bulletin, and again membership reaction was solicited.

In April, 1966, the Council approved the following Statement on Professional Ethics, and later that same month the Fifty-Second Annual Meeting at Atlanta adopted the Statement as Association policy.

Introduction

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to the professor in his utterances as a citizen, in the exercise of his responsibilities to students, and in his conduct when resigning from his institution or when undertaking government-sponsored research.¹ The Statement on Professional Ethics that follows, necessarily presented in terms of the ideal, sets forth those general standards that serve as a reminder of the variety of obligations assumed by all members of the profession. For the purpose of more detailed guidance, the Association, through its Committee B on Professional Ethics, intends to issue from time to time supplemental statements on specific problems.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to assure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own frame-

work by reference to a faculty group. The Association supports such local action and stands ready, through the General Secretary and Committee B, to counsel with any faculty member or administrator concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of dismissal, the procedures should be in accordance with the 1940 *Statement of Principles on Academic Freedom and Tenure* and the 1958 *Statement on Procedural Standards in Faculty Dismissal Proceedings*.

The Statement

I. The professor, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognizes the special responsibilities placed upon him. His primary responsibility to his subject is to seek and to state the truth as he sees it. To this end he devotes his energies to developing and improving his scholarly competence. He accepts the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. He practices intellectual honesty. Although he may follow subsidiary interests, these interests must never seriously hamper or compromise his freedom of inquiry.

II. As a teacher, the professor encourages the free pursuit of learning in his students. He holds before them the best scholarly standards of his discipline. He demonstrates respect for the student as an individual, and adheres to his proper role as intellectual guide and counselor. He makes every reasonable effort to foster honest academic conduct and to assure that his evaluation of students reflects their true merit. He re-

¹1964 Committee A Statement on Extra-Mural Utterances (Clarification of sec. 1c of the 1940 Statement of Principles on Academic Freedom and Tenure)

1966 Proposed Statement on the Academic Freedom of Students

1961 Statement on Recruitment and Resignation of Faculty Members

1964 On Preventing Conflicts of Interest in Government-Sponsored Research

spects the confidential nature of the relationship between professor and student. He avoids any exploitation of students for his private advantage and acknowledges significant assistance from them. He protects their academic freedom.

III. As a colleague, the professor has obligations that derive from common membership in the community of scholars. He respects and defends the free inquiry of his associates. In the exchange of criticism and ideas he shows due respect for the opinions of others. He acknowledges his academic debts and strives to be objective in his professional judgment of colleagues. He accepts his share of faculty responsibilities for the governance of his institution.

IV. As a member of his institution, the professor seeks above all to be an effective teacher and scholar. Although he observes the stated regulations of the institution, provided they do not contravene academic freedom, he maintains his right to criticize and seek revision. He determines the amount and character of the work he does outside his institution with due regard to his paramount responsibilities within it. When considering the interruption or termination of his service, he recognizes the effect of his decision upon the pro-

gram of the institution and gives due notice of his intentions.

V. As a member of his community, the professor has the rights and obligations of any citizen. He measures the urgency of these obligations in the light of his responsibilities to his subject, to his students, to his profession, and to his institution. When he speaks or acts as a private person he avoids creating the impression that he speaks or acts for his college or university. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

William H. McPherson (Labor and Industrial Relations, University of Illinois), *Chairman*

David M. Bevington (English, University of Virginia)

John A. Christie (English, Vassar College)

Philip Denenfeld (English, Washington Office)

Kenneth E. Eble (English, University of Utah)

Joseph M. Nygaard (Education, Butler University)

Henry T. Yost (Biology, Amherst College)

ANNUAL REPORT

COMMITTEE ON PUBLIC CEREMONIES OF THE UNIVERSITY SENATE

1966-67

BUSINESS

At a meeting on October 18, 1966, the Committee voted to

1. recommend Dean Elmer Kayser as Commencement speaker; President Elliott acted upon the recommendation and Dean Kayser accepted the invitation to speak at the June Commencement
2. present a Resolution to establish a Committee on Honors of the University Senate (attached); this was presented to the Senate on March 10 and a substitute motion (attached) was passed
3. recommend to President Elliott that alumni citations be made at a time other than the regular Commencement (no action by the Committee Chairman)
4. consider the desirability of recommending that doctoral degree recipients be hooded at the Commencement ceremonies (see Recommendations).

RECOMMENDATIONS

At a meeting April 5, 1967, the Committee voted to make the following recommendations to the 1967-68 Committee.

1. Establish procedures to function as a committee to recommend individuals for honorary degrees in accord with the attached Resolution.
2. Present a recommendation to eliminate alumni citations from the Commencement program. This would need to be done early in the year in order to be effected by the Winter Commencement.
3. Consider ancillary ceremonies (following regular Commencement) at which various Schools (e.g. Law, Medicine, Education, Graduate) could present degrees individually and invest recipients.
4. Consider recommendations for the post of University Marshal.

Submitted for the Committee
Loretta M. Stallings, Chairman
4/5/67

A RESOLUTION TO ESTABLISH A COMMITTEE
ON HONORS OF THE UNIVERSITY SENATE
66/13

Whereas the Committee on Public Ceremonies of the University Senate believes that the faculty of the University should have a role in the recommendation of candidates for honorary degrees,

Be It Resolved by the University Senate of The George Washington University that a Committee on Honors of the University Senate be established.

Committee on Public Ceremonies
March 10, 1967

The above resolution was withdrawn in favor of the following substitute motion:

A RESOLUTION TO FACILITATE THE UNIVERSITY SENATE'S
NOMINATION OF CANDIDATES FOR HONORARY DEGREES
(66/13A)

Whereas (a) the By-Laws of the Board of Trustees of The George Washington University now provides a mechanism for the consideration of nominations by the University Senate of candidates for honorary degrees, and

Whereas (b) the Senate now has a Standing Committee on Public Ceremonies and Assemblies, and

Whereas (c) under the Faculty Organization Plan, section III (5) (c) (1), the Senate has power to determine the nature of its Standing Committees, therefore,

Be It Resolved by the University Senate of The George Washington University:

1. The functions of the Standing Committee on Public Ceremonies and Assemblies shall be enlarged to include submitting recommendations to the University Senate for nominations to the Board of Trustees of candidates for honorary degrees.

Executive Committee
March 10, 1967

Substitute for Committee on Public Ceremonies and Assemblies 66/13

The George Washington University
Washington, D. C.

The Senate Committee on Scholarship -- Annual Report 1966-1967

The Senate Committee on Scholarship met once during the academic year 1966-67, on March 1, 1967 at 3:00 p.m. The committee confined itself to a discussion of the Annual Report of 1965-66, and arrived at the conclusion that, although this committee has in the past served very useful functions, there does not at the moment seem to be much work for it to do. In discussing last year's report the committee arrived at the following:

- (1) The committee of 1965-66 recommended that "...there be no geographical restrictions within the U.S. in the awarding of the Board of Trustees Scholarships ...". The committee asked its chairman to inquire into this question. It was learned from the Office of Student Financial Aid that 8 geographical restrictions no longer exist.
- (2) The committee of 1965-66 had discussed the question of whether or not the committee had been formed to consider questions of "scholarship" and "scholarships". The committee of 1966-67 came to the conclusion that it should not concern itself with scholarship, since scholarship is indeed the prerogative of the individual colleges.
- (3) The chairman of the committee was also asked to look into the question of granting holders of Board of Trustees Scholarships permission to attend the summer school sessions. The chairman was informed by the Office of Student Financial Aid that the question of summer attendance is related to the allocation of funds. This is a question to which the committee of 1967-68 might wish to address itself.
- (4) The present committee suggests that the Senate might want to change the name of this committee to the Committee on Scholarships or the Committee on Financial Aid.

This meeting was attended by Professors Burks, Turner, Dean Stout, Professor L. Minn, and Professor Frey. Professor Fox, Professors Brewer and Pettit, and Assistant Treasurer Heartfield were unable to attend. The meeting adjourned at 3:30 p.m.

Respectfully submitted,

Raymond Fox, Engineering
William L. Turner, English
Frederick L. Minn, Chemistry
Calvin W. Pettit, Speech
Michael Brewer, Economics
James Burks, Romance Languages
Maurice K. Heartfield, Asst. Treasurer,
Director of Financial Aid
Hiram M. Stout, Acting Dean, S.P.I.A. ex officio
John A. Frey, Romance Languages, Chairman

SENATE COMMITTEE ON STUDENT RELATIONSHIPS
ANNUAL REPORT, 1966-67

1. The committee has held four meetings during the year:
 October 6, 1966
 October 31, 1966
 January 5, 1967
 March 7, 1967

In accordance with the amendment to the Faculty Organization Plan ratified by the Faculty Assembly on September 13, 1966, the committee accepted members of the Student Council's Student-Faculty Liaison Committee as full members at all meetings. Student members were elected by the Senate on nomination from the president of the Student Council.

2. The committee has studied several areas which in its judgment had significant bearing on student relationships with other aspects of university life and has taken actions as follows:

a. Student Observers at the Meetings of the University Senate

Acting on the request of the Student Council, the committee discussed the desirability of recommending that representatives of student government be given the privilege of sitting as non-participating observers in the meetings of the University Senate. It was the majority decision, after long discussion, that such a step would be conducive to greater harmony and cooperation between important elements of the University community. A resolution was approved recommending that the Senate extend such a privilege to the president of the Student Council. The Senate, at its meeting of December 9, accepted a substitute resolution empowering the chairman of the executive committee to invite the student president and the editor of the student newspaper to attend such meetings as he determined might affect student interests.

b. The Role of the Faculty Advisor to Student Organizations

Following from discussion last year, the committee approved and adopted an "Advisor's Handbook" prepared by Professor Peter Hill. The handbook, designed to furnish a guide to faculty members as to the nature of their responsibility toward student organizations, has been distributed through the Student Activities Office to all faculty advisors.

c. Psychological Testing

A committee last year undertook preparation of a system of pre-admission psychological tests which might, with suitable authorization, be administered to the freshman classes to determine intellectual and personality factors that might be shown to correlate with later academic success or failure, with changes in curriculum, with the presence of emotional problems, or other factors. After further review

this year, the committee has tentatively endorsed a plan presented by Dr. Paul Weisberg and Dr. E. Lakin Phillips, ~~copy of which is attached~~. It was the committee's feeling, however, that the proposal should not be recommended to the Senate for approval until further opportunity had been given for study in the Student Council. The proposal has been forwarded to the President of the Student Council for scheduling further discussion.

d. Enlargement of Opportunity for Faculty-Student Communication

In reviewing the success of the Faculty Associates program which had been initiated by the committee two years ago, Dr. Hill proposed that steps be taken to try to enlarge the participation of faculty members in the life of the resident student population. A resolution with unanimous endorsement directed the chairman to circulate a letter to the full faculty asking for members to volunteer to meet with student groups to discuss areas of common interest. The letter as distributed included a blank for return to the committee for indication of subject areas for possible meetings. The results of the circular have been tabulated into a master list to be made available to Residence Hall Councils in planning programs.

e. Study of Faculty Evaluation Processes

Upon suggestions from committee members and upon requests from interested faculty members, the committee inquired into the techniques utilized in the preparation of the student evaluation of teaching effectiveness authorized by the Student Council, as a factor which might adversely affect student-faculty relations. Testimony was heard both from the students who supervised the evaluation and from members of the faculty. A subcommittee was appointed to make further investigation.

f. University Policy Concerning Class Absences

Acting upon requests from student members, the committee reviewed the state of university policy and regulation concerning class absences. It was the consensus that since regulation of class attendance is a matter properly belonging to the separate schools and departments and resting finally on the discretion of the individual faculty member, no university-wide rule could be devised, but that a statement of principle or philosophy defining the university's attitude toward absences would be a useful guide to the student. The committee unanimously approved a statement drawn up by a subcommittee headed by Mrs. Nan Smith as a proposed guideline for consideration by the Senate in further examining the attendance policy of the University. A copy of the resolution is attached.

g. Enlargement of the Academic Significance of Freshman Orientation

A proposal to enlarge the academic element in the program of "continuing orientation" of the freshman class by holding a group of lectures and discussions involving faculty members was investigated and approved in principle, recognizing the success of similar programs in certain other colleges and universities. Professor Robert Riggs has formed a committee to work with the Freshman Orientation Chairman in exploring the possibility of holding such an event in the fall semester.

h. Planning of the University Center

The committee discussed the changes of plans which led to the tentative deletion of a theater and swimming pool from the proposed University Center. It was the belief of the majority that it was important to the university's fundamental goals to make adequate provision for performing arts; a resolution urging that appropriate provision be made, if possible, in the University Center, was recommended to the Senate and accepted in its meeting of March 10.

Respectfully submitted,

Jackie Banyasz
Paul Bissell
Jay Bomze
Mrs. Lillian Hamilton
Peter Hill
Virginia Kirkbride
George Koehl
Joseph Lewis
Steven Remsberg
Robert Riggs
Mrs. Nan Smith
Paul Weisberg
Mrs. Helen Yakobson
Robert Kenny, Chairman



THE GEORGE WASHINGTON UNIVERSITY

Department of Anesthesiology

April 3, 1967

ANNUAL REPORT OF SENATE COMMITTEE
ON UNIVERSITY RESOURCES

The members of the committee met with Warren Gould, Assistant Vice President of the University for Resources, who is an ex officio member. The great needs of the University were stressed and all avenues of approach in making contacts with prospective donors were emphasized. In order to avoid duplication and multiple contacts with the same people for University projects, it was decided to coordinate all efforts through Mr. Gould's office. The committee members offered to help the officers of the University in any of these planned activities. It is urged that all members of the University faculty consider themselves as members of this committee and do everything in their power to seek out and present to Mr. Gould's office likely prospects who could strengthen our resources.

For the committee: .

David S. Brown, Public Administration
John T. Dailey, Education
Geza Teleki, Geology
George Steiner, Music
Brian B. Blades, Surgery
Thomas McP. Brown, Medicine
Warren Gould, Asst. Vice President
Resources, ex officio

By: Seymour Alpert, Anesthesiology, Chairman